



# Development of TVET Teacher Professionalism in Indonesian Rural Area

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## ABSTRACT

One of the problems in Indonesian education today is the low quality of education in each type and unit of education, especially primary and secondary education. The low quality of education at the level and education unit in the context of national education, especially the level of TVET education (elementary schools and junior high schools). Developing teacher professionalism in remote areas are less effective is the lack of communication and transportation due to geographical conditions. Characteristics of remote areas appear with distinctive geographical, socio-cultural and educational characteristics. This study aims to describe the professional development of TVET education school teachers in remote areas as seen from the aspects of: (1) Efforts to develop the professionalism of TVET school teachers in remote areas; (2) Resources in developing the professionalism of TVET education school teachers in remote areas; (3) Constraints faced in the development of TVET teacher professionalism in remote areas; (4) The role of stakeholders in developing the professionalism of TVET school teachers in remote areas. This study is a descriptive qualitative method, to be more specific; it is a descriptive analysis using secondary data. This study found many aspects related in developing rural TVET teacher professionalism in Indonesia, for example implemented through the activities of Subjects Teacher Discussion Forum (STDF), competency tests, and supervision through familial approaches to visiting to the home of the teachers (home visitation) and instill motivation for the teachers to discipline time in teaching and the importance of diligently reading educational books. But still have many obstacles face developing teacher professionalism in remote area as like difficulties in geographical, communications, internet, limitation of founding, and complicated of bureaucratic.

**Keywords:** *Development TVET Teacher, Professionalism, Rural Area, Indonesia*

## 1. BACKGROUND

One of the problems in Indonesian education today is the low quality of education in each type and unit of education, especially primary and secondary education [1]. The problem of the quality of education seems to have become a very important problem in a long period of time. This is highlighted by the public, the low quality of education at the level and education unit in the context of national education, especially the level of TVET education (elementary schools and junior high schools) [2].

Tilaar [3] explained that an important indicator of the condition of education in Indonesia, one of which is the low quality of teachers for all levels of education,

resulting in the performance of teachers who are still considered low. The regional autonomy policy is expected to make fundamental changes to various government sectors, including the education sector [4]. Unfortunately, hope and reality do not always go hand in hand. Although decentralization of education is a necessity, in reality the implementation of decentralization of education seems to be a rather hasty and unprepared action.

The inadequacy of regional human resources, inadequate facilities and infrastructure, not optimal management of education, as well as many problems that are still faced by the world of education in this era [5]. The same thing was also expressed by Fiske [6] and Manulang [7] who explained that based on the

experiences of various developing countries that applied autonomy in the education sector, education autonomy had the potential to raise problems which included the conflict of interests between the central and local governments, decreased quality of education, inefficiency in the management of education, and inequality in the distribution of education, conditions and readiness of each region that does not have the same strength in the implementation of education due to differences in geographical conditions and constraints of each region, the quality of human resources, facilities and infrastructure and funds.

Decentralization in the education sector is expected to give 4 positive impacts, especially related to: (1) Quality improvement; (2) Financial efficiency; (3) Administrative efficiency; and (4) expansion and equity in remote areas so that there is an expansion and even distribution of education nationally. However, the real conditions in the field cannot be denied that the implementation of the education autonomy policy has not yet proceeded as expected. Kartasmita [8] explains that the narrow interpretation of the meaning of autonomy has made a long and winding bureaucracy to realize the decentralization of education, these problems are often met by most of teachers, especially those assigned to remote areas. Besides that, making the bureaucratic control range rather than simpler, but even more complicated. For example, the payment of excess salaries and salaries for teaching hours is often too late because the budget is stuck on bureaucratic tables in the local governments. Beeby [9] explained that the policy towards equity will begin with efforts to increase the capacity of primary schools in remote areas to the whole country, then improve the quality standards of primary schools in rural areas to the same level with the best schools in the urban areas, and this should be supported financially sufficient, which can guarantee that poverty is not an obstacle to school. Coleman [10] emphasizes the importance of equalizing the effectiveness of the elements needed to study at school. The main elements considered are the characteristics of the student's facilities, curriculum, and teacher.

According to Beeby [9] that one of the factors in developing teacher professionalism in remote areas are less effective is the lack of communication and transportation due to geographical conditions. Characteristics of remote areas appear with distinctive geographical, socio-cultural and educational characteristics, so they require a separate approach in handling education [11]. Heslop [12] further explained

that the impact of living in a remote cultural setting should not be underestimated because the teachers working in remote areas were the same as shifting assignments or serving other parts of the world. Therefore, there needs to be support from the local community and culture in guarding the teaching profession in their area. Remote areas include an understanding of physical and cultural remoteness [13]. Particularly for remote areas, it is physically indicated in areas that are far away, difficult to reach because of lack of means of transportation and communication, and geographical conditions that are not favorable. This area includes: (a) remote areas of inland land, (b) remote coastal areas and river flows, (c) remote waters, islands, and international border.

The Ministry of Education [1] explained the are 11 characteristics of schools and teachers in remote areas, there are: (1) not all subjects / fields of study were taught, the fields of study included: religion, art, sports, and skills; (2) prepared lesson schedules are rarely adhered to for various reasons and reasons; (3) there are temporary children who do not study, because there is no room for learning, while teachers teach in other classes in the available space; (4) there is a rotation of study hours according to the time available for the teacher concerned; (5) teachers generally mingle classes or double classes; (6) class activities are mainly dominated by teachers who teach classically and generally tend to be verbalistic; (7) if it is caused by something the teacher must leave the village, for something related to family or service such as upgrading the elementary school teacher, then the school is closed; (8) the practice of concurrent classes can be grouped into consecutive class traps and non-consecutive class conciliations, while class fusion is common in successive classes; (9) teaching and learning equipment is generally lacking, or almost none and there are even elementary schools that do not have the latest elementary school curriculum books and do not have a complete elementary school textbook; (10) the teacher's ability to innovate teaching techniques concurrently the class has not been well developed; (11) utilization and environments for teaching and learning activities have not been developed; and (12) children in general have good motivation and desire to learn and enjoy school, because schools are considered as an institution where they can gather, play and learn together.

Stokes, et al., [14] in his research on education in remote schools explained that the constraints faced by teachers in remote areas where teacher professional

development activities were generally carried out and concentrated in the capital city. Teachers in remote areas must take a long journey to be able to take part in the professional development program in addition to the costs they have to spend also not a little because of budget constraints that are not always provided by the center government. Some teachers find it difficult when they have to carry out further studies because of their remoteness, while others feel losing contact from education / teaching renewal due to the lack of networking from fellow teachers of the same subject in other schools. These obstacles are challenges and uniqueness of the professional development of teachers in remote areas whose solutions must be sought.

Villegas-Reimers [15] suggests that teacher professional development should be considered a long-term process, which begins with initial preparation and only ends when the teacher retires from his profession. The new approach to teacher education and development requires a transformation of processes and policies that support teachers, their education, their work and their growth in the profession, besides that the development of teacher professions must be systematically planned and must be supported and funded and examined to ensure effectiveness of the process. This study aims to describe the professional development of TVET education school teachers in remote areas as seen from the aspects of: (1) Efforts to develop the professionalism of elementary school teachers in remote areas, conducted by: (a) leaders / superiors, and (b) teachers independently; (2) Resources in developing the professionalism of TVET education school teachers in remote areas, which include: (a) human resources, and (b) budget / funding resources; (3) Constraints faced in the development of elementary teacher professionalism in remote areas; (4) The role of stakeholders in developing the professionalism of elementary school teachers in remote areas.

## 2. RESEARCH METHOD

This study is a descriptive qualitative method, to be more specific; it is a descriptive analysis. The comparative descriptive analysis describes or summarizes features of a collection of information and comparing with the same case in another situation or place. In this very case, this method was used to examine the different realities that rural education has in Indonesia. The documents we used were: (1) Government programs, policy, and regulations related to teachers and rural education programs; (2)

Secondary data related to research on teachers, education statistics, ministry of education, World Bank, OECD for Indonesia when available.

## 3. DEVELOPING TVET SCHOOL TEACHER IN RURAL AREA

Based on Ministry of Education and Culture [1] report that efforts to develop the professionalism of TVET school teachers carried out by the leadership, namely the district education office, school supervisors and principals with various limitations and constraints faced in new remote areas can be implemented through the activities of Subjects Teacher Discussion Forum (STDF), competency tests, and supervision through familial approaches to visiting to the home of the teachers (home visitation) and instill motivation for the teachers to discipline time in teaching and the importance of diligently reading educational books.

In other hand, teacher professional development activities such as seminars, training, workshops and other practical activities have not yet been realized due to geographical constraints and others. The gap in education access between remote areas with urban areas is one of the causes of the inequality of education. Whereas Suryana [16] explained that the development strategy of educators in the era of regional autonomy today must be in accordance with the policy of improving quality and increasing professionalism of teachers, must rely on the mission of improving the quality of education.

However, the role of the STDF as a forum for the development of teacher professionalism in implementation has not effective. The TVET school teachers who work in remote area can almost be said to not understand the essential meaning of activities such as STDF. This is because in addition to these activities rarely carried out, also only as an arena for gathering teachers to share experiences or share honorariums for teachers who come in without having a agenda because there is no concrete effort programmed in the activity. That is what makes the teachers reluctant to attend the next opportunity, besides they also think that the cost that must be spent is not a little to get to the location because of the difficulty of access.

The ineffectiveness of the STDF is caused by several factors, including the lack of support from stakeholders, internal factors of teachers, such as low motivation, lack of understanding of the essence of STDF as a forum that is very beneficial for teachers.

Other factors causing ineffectiveness of STDF activities were caused by a lack of program planning activities that referred to teacher needs. Based on the explanation above, the regional government and regional education offices as the main organizational elements in moving teachers both directly and through educational units in the region should facilitate the development of teacher professionalism including STDF activities both in terms of administration, accommodation, and finance.

Development activities through the existence of the STDF in remote areas have not been effectively implemented so that the current effort that can be said to be running is through supervision activities from school supervisors (include school principal). The form of supervision activities carried out by supervisors besides being carried out in schools (formal) is also carried out informally, namely the supervisors supervising the family outside the workforce through a family approach by visiting the homes of teachers (home visitation).

The supervision effort was effective and unique by providing motivation and enthusiasm for the teachers to try to develop themselves with various obstacles and limitations faced in remote areas. In addition, the approach to familial supervision by visiting the homes of teachers (home visitation) also discussed the personal problems of the teachers that had to do with their profession in school. Arifin [17] explained there are several approaches that can be carried out in developing the quality of human resources for teachers (educators) and education personnel in each education unit in the era of regional autonomy, including: independent leadership approaches, spiritual approaches, partnership approaches, group approaches, justice approach, family approach, harmony approach, and scientific approach.

The effort to develop TVET school teacher professionalism carried out by the principal is by providing motivation for time discipline in teaching and understanding of the importance of reading educational books. Reading can enrich experience, develop reasoning power, develop creativity, understand yourself and others, and can develop personalities [18]. The school principal realizing that these efforts could be carried out in remote areas with the lack of development activities carried out by government. One concrete example made by the principal is that they are trying to fill a collection of reading books about the education they buy when they

go to the city. Another thing that is done by principals and teachers is when the teachers go to access the internet in a sub-district town or city, they are expected to be able to bring back download books or any material that will be used by teachers and students later in school. Reading will develop critical thinking and creativity of the teachers. Critical thinking and creativity are important aspects to create new and meaningful quality learning. On the other hand, with the addition of new knowledge, the teacher will always update the quality of learning.

In the current era of information and technology the role of teachers must keep update with developments and advancements in the world of education, so that concrete efforts to adjust to changing times must always be followed and pursued by teachers. To be able to carry out professionalism tasks, the teacher is obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science and technology and art [17]. Based on the results of Ministry of Education and Culture [1] report that efforts to develop professionalism carried out by teachers in remote areas are through the efforts of individual teacher awareness initiatives to develop their professionalism by exploring the latest information about the world of education, downloading books or subject matter using internet technology. Although internet access has not reached their area, the initiative of the teachers both individually and collectively with their colleagues and even the principal is to go to the sub-district or to the city to access the internet on school holidays.

#### **4. RESOURCES IN THE DEVELOPMENT OF TVET SCHOOL TEACHER PROFESSIONALISM IN REMOTE AREAS**

Resources of developing professionalism of rural teacher are came from universities, local government, provincial government, and national government. That's resources duty is provide assistance to develop teacher professionalism in remote areas in accordance with the activities carried out. One example of activities involving the development resources is the STDF. The presence of the development resources is expected to make the various activities of developer professionalism in the remote areas become increasingly passionate. However, in implementation known that the frequency of activity and the number of developers is felt to be lacking because it is still not effective in reaching remote areas,

causing ineffectiveness of the activities. The main reason is the geographical conditions that are so hard to pass from and to the remote area and the limited access to communication.

On the other hand, if the development of teacher professionalism in remote areas is carried out by professional came from remote areas, it is very difficult to be realized due to limited human resources in terms of quantity and quality. Suryadi & Tilaar [19] explained that from the analysis of the quality of education there are several problems which one of them is that the gap in the quality of education occurs because educational resources are not / have not been evenly distributed, the strength of human resources (education personnel) varies, the education system is too regulated, and the implementation of education which is characterized by a range of controls and controls that have not been effective. This inequality is not caused by government policies, but rather is determined by the complexity of the region and the diversity of the community.

The limited budget owned by the central government and local governments is an obstacle that has caused the variety of teacher professional development activities to be carried out to remote areas. The helplessness of the central government and local governments is due to the lack of budget to make a breakthrough effort in developing professionalism for teachers who are serving in remote areas such as making ideas that will be planned yet to be realized. Castetter [19] explains that resource support is important for maintaining organizational continuity. Support resources include aspects of human resources, physical resources (facilities and infrastructure), and funding or financing resources.

## **5. CONSTRAINTS FACED IN DEVELOPING TVET SCHOOL TEACHER PROFESSIONALISM IN REMOTE AREAS**

Based on Ministry Education and Culture [1] report explained there are some constraints faced in developing TVET school teacher professionalism in remote area in Indonesia. First is lack of communication and transportation because of the geographical. It is undeniable that the problem of geographical reality is difficult to resolve well from and towards the region. Various kinds of "ideal" activities in teacher development training such as seminars, training, training and others have not been implemented in the area. The main reason is to reach the area will take a long time and the cost is not small.

Another thing that is an obstacle is the limited access to cellular and telephone communications, which of course makes remote areas increasingly isolated from technological advances and educational progress. Beeby [9] explained that one factor in the development of rural teacher professionalism is less effective is the lack of smooth communication and transportation due to geographical conditions, inadequate supervisor's ability, a complicated bureaucratic system, and also the attitudes of teachers and supervisors towards educational reform.

Second, lack of facilities and infrastructure that support the implementation of teacher professionalism development activities in remote areas. It is undeniable that the lack of facilities and infrastructure available in schools in remote areas makes the teachers seem helpless to develop their creativity in teaching. The teaching and learning process is carried out through the classical method by utilizing textbooks, which in addition to the limited number have not been supported by media and teaching materials related to the subject matter. Fuller [20] recommends that for remote areas with all the limited facilities and infrastructure that they have, the need for radio communication is used in learning for teachers and students.

Third, limitation in education founding or budgeting for developing professionalism of rural teacher. The allocation of the budget specifically intended for an activity program, especially in realizing the implementation of the program, the development of teacher professionalism is certainly an absolute necessity so that program effectiveness can be achieved as expected. Rohman [21] explained that Indonesia was still stagnant and even seemed to experience a setback in allocating its national budget for education.

Fourth, demotivation of the work of the teachers, this is due to the ineffectiveness of professional development activities and also caused by the ineffective payroll system for teachers working in remote areas. Arifin [17] explained that the empirical reality of teacher conditions in Indonesia at the macro level is still not maximally empowered, and among the key factors is the condition of teachers' mentality, motivation and internal motivation to continue learning, innovating in learning and keep up to date with the latest science and technology development. These things do not need to happen if the basic needs such as salaries and benefits for teachers are fulfilled properly [22].

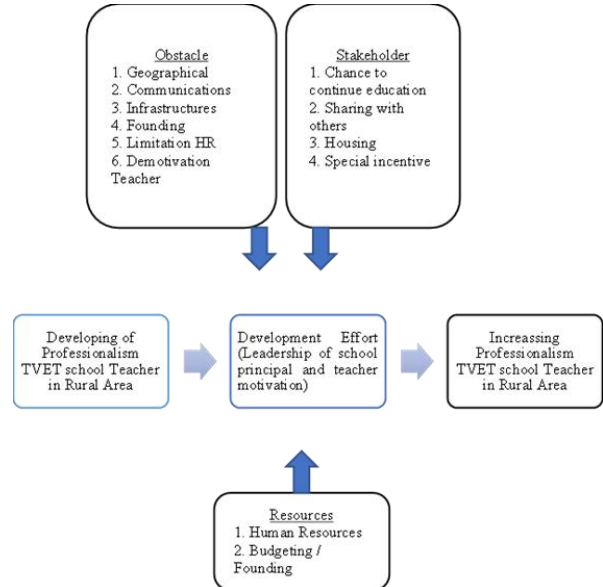
## **6. THE ROLE OF STAKEHOLDERS IN THE DEVELOPMENT OF TVET**

## TEACHER PROFESSIONALISM IN REMOTE AREAS

Kholis et al [23] explained there are four stakeholders influence development rural teacher professionalism in Indonesia, there are school principal, community, government, private sector. School principal have role to facilitate give the permission to rural teacher to continue their education or join the seminar or training. And also give motivation to the teacher to get chance and abilities to sharing their knowledge with other teachers.

Government has many responsibilities in developing rural teacher, and some program already held by government are requires making reports for each teacher after completing various kinds of professional development activities followed by the teacher. The form of the report is adapted to various kinds of activities that the teacher has participated. Providing remote regional allowances and incentives for teachers in remote areas. Suryana [16] explains that professionalism and professionalism of teachers is closely related to welfare. Also, Fulfilment of housing for teachers in remote areas in collaboration with the private sector.

The last is community, community maintain professionalism of rural teacher with approach introduce new teacher to the whole community area. Indirectly with the application of this activity, the teachers will inevitably feel that the responsibilities they will carry out as educators of the children of the community are always monitored and supported by the community, which of course this will make the teachers keep trying to improve and develop their professional performance in carrying out their duties in educating the children of the community they educate in school. Harris and Collay [24] state that an important philosophy is that schools and a region must operate as a professional culture where each member is committed to the goodness of their personal and professional, and the purpose of socializing teachers in an area is part of cultural operations and involvement besides the principal, is the main characteristic of the collaborative aspect of cultural support in the development of teacher professionalism.



**Figure 1.** Flowchart for Professional Development of TVET School Teacher in Remote Area

## 7. CONCLUSION AND SUGGESTION

### 7.1 Conclusion

Many aspects related in developing rural TVET teacher professionalism in Indonesia (see Figure 1), for example implemented through the activities of Subjects Teacher Discussion Forum (STDF), competency tests, and supervision through familial approaches to visiting to the home of the teachers (home visitation) and instil motivation for the teachers to discipline time in teaching and the importance of diligently reading educational books. But still have many obstacles face developing teacher professionalism in remote area as like difficulties in geographical, communications, internet, limitation of founding, and complicated of bureaucratic.

### 7.2 Suggestions

Based on explanation above, this study can give some suggestions to developing rural TVET school teachers in Indonesia there are: for school principal, with various obstacles and limitations faced in order to be able to allocate a special budget for the fulfilment of the textbook / education collection for the realization of a "reading culture" for all school personnel and students. Besides that, the school principal as a leader needs to continue to build cooperation with all stakeholders both through periodic

meetings at the initiative of the school with stakeholders.

For teachers in remote areas, they can set aside allowances and incentives in remote areas that they obtain in an effort to develop professionalism independently through various teacher professional development activities such as training, seminars, workshops, workshops and others. Besides that, it is also necessary to continue to maintain harmonious collegial relations with good colleagues through sharing capabilities and experiences in addressing various changes and innovations in the world of education so that they can find alternative efforts related to the development of teacher professionalism.

For the government, it can allocate a special budget to realize the implementation of variations in ideal teacher professionalism activities such as training, workshops, seminars and others carried out in remote areas with the support of all planned and planned resources. In addition, the realization of development programs for remote areas is immediately realized, especially by opening isolation from remote areas through the construction of roads / access to land transportation and access to communication so that physical isolation is not followed by cultural isolation and information. In addition, it is also necessary to immediately realize the fulfilment of housing for remote teachers.

And the last for community, increasing their role and participation especially in terms of guarding and empowering teachers in remote areas through the application of local culture relevant to the context of developing teacher professionalism so that teachers are expected to have high commitment and responsibility in carrying out their duties to improve the quality of education in remote areas.

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